

Kendall Pre-School: a learning base to build from

by Pattie Cinelli

The children in the Kendall Demonstration Elementary School Pre-School Program probably look just like any other group of small children playing with toys, fingerpaint, blocks or books. But take a closer look. These children are having fun, but the activities they're absorbed in are structured to give hearing-impaired students a solid base on which to build their future learning.

The Pre-School Program is set up to match each child's emotional, social and mental development and is designed to accept children beginning at infancy. "It is very important that we start working with the kids as soon as the hearing impairment is identified," said Janice Welborn, Pre-School supervisor.

The KDES Pre-School curriculum borrows some of its lessons from the Montessori philosophy which is based on a scientific study on how children develop. According to Welborn, it has been found that children develop thinking patterns (cognitive skills) and motor coordination in a sequence, and there are sensitive periods during a child's life for the development of particular skills. For example, Welborn said the sensitive period for development of language is between the ages of one and four. This is why it is vital that a hearing-impaired child begins school early. "A hearing-impaired child will be deprived of the most significant language learning years of his life if he doesn't go to school until he is five," said Welborn.

Teachers in KDES' Pre-School Program approach learning in much the same way as do those teaching in programs for non-handicapped youngsters. Many skills taught at KDES use a hearing child's development as reference when measuring improvement in a child. Fine and gross motor skills progress similarly in all children, but other skills, such as auditory training, speech and language development, do not. Welborn said these areas have to be stressed in a hearing-impaired child's program. "Teaching children sound awareness is something you don't have to worry about with hearing children. Infants who can hear naturally recognize sounds, and eventually their meaning, something a deaf child must be trained to identify," she explained.

Auditory training begins early in a child's life at KDES and depends on the individual. Teachers introduce two-year-olds to vibrations and eventually to the recognition of sound which is carried through to lessons in later years.

If a child's hearing loss is diagnosed early he or she can attend the Parent-Infant Program which is based in the

home and serves families with hearing-impaired children up to two years old, the ideal time a deaf child should begin schooling. "By the time a hearing child gets to be three, he is producing some sentences, but he can understand practically all that is being presented to him. A three-year-old has an unlimited reservoir of vocabulary," said Welborn, "whereas you can count the words in the average hearing-impaired three-year-old's vocabulary depending on the child's exposure to language at home and how much schooling he has had."

PIP teachers arrange either day or evening visits with families where they work together to set up goals and objectives. Visits may focus on dealing with emotions, information sharing, tutoring in auditory awareness, language or speech, and sign language.

From two to five years of age a child attends the KDES school-based program which is divided into the Younger and Older Playrooms. Each teacher is responsible for planning the educational program for up to five children and their families. Both playroom programs include individual tutoring in language, auditory and speech training, and any other support services the parent and teacher deem necessary for the child's development. All lessons—science, art math, physical education, history,

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Pre-School Instructor Heidi Dexheimer works with Angus English and Roberta Mather in the younger playroom during morning group time.

Should we recognize skilled signers?

Results are in from a campus survey to determine if Gallaudet should provide special recognition for personnel who have achieved a high level of manual/visual communication skill, and a number of strong opinions have been expressed on both the pro and con sides of this issue.

At a Central Administration meeting held during the spring of 1980, it was proposed that the College explore ways of providing recognition to staff members who have developed a high de-

gree of sign language skills, both expressive and receptive. This proposal was referred to the Deafness Related Concerns Council for a recommendation. To solicit input from all personnel who have frequent contact with deaf individuals on campus, the DRCC sent out the Gallaudet College Personnel Survey last December to all staff members and some faculty.

A total of 228 questionnaires were returned, 28.4% of those sent out. Of these, 164 respondents said they thought some form of recognition for manual/visual communication skills is needed, and 64 respondents disapproved of such recognition. However, the written comments revealed that the question is not that simple or clear cut. The DRCC wishes to thank all those who took the time and effort to share their ideas and is now pleased to share a sampling of the views expressed.

On the question of whether such recognition is needed, persons who responded positively expressed some of the following thoughts:

- "Students are entitled to easy, natural communication with staff, as would hearing students elsewhere, so every effort should be made to encourage staff to become skilled at sign."
- "The recognition should be truly for special ability and not just to those who reach adequacy."
- "If certificates or merit increases were awarded to provide some incentive, I think people would be more inclined to learn enough to communicate."
- "Anything that will motivate people is worth considering."

Those who opposed such recognition made some of the following points:

- "If there is recognition for special

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GCRC awards program scheduled

The Gallaudet Community Relations Council holds its second annual Awards and Recognition Program on Saturday, March 21 at 7:30 p.m. on the second floor of the College Dining Hall. The speaker is to be Dr. James T. Guines, acting superintendent, DC Public Schools.

The master of ceremonies for the evening will be television personality Tim Medina, who signs the news on WTTG-TV, Channel 5. Hot Dance Company from the Duke Ellington School of the Arts and "Love and Inspiration," a group from Gallaudet that interprets music in sign language, will provide entertainment.

This year, in keeping with the celebration of the International Year of Disabled Persons, the GCRC has chosen the theme, "A Strong Community Through Participation of All People" for the program. A special IYDP Award will be presented.

The GCRC will recognize the contributions to the community of other individuals and groups with additional awards in the categories of community outreach, public safety and special achievements. The trophy for the

GCRC Basketball Tournament will also be awarded during the ceremonies. Some civic groups are taking the occasion to present their own awards as well. The awards ceremony will be followed by a reception.

The chief purpose of the GCRC, which was originally organized in 1975, is to strengthen relationships within the total Near Northeast community, encouraging all of its elements—students, private citizens, businesses, government and staff and faculty of Gallaudet College—to work together toward common goals. The Awards and Recognition Program affords an opportunity to pause and take stock of some of the significant accomplishments of individuals and organizations who have contributed toward improving life in the community.

Tickets are available for a donation of \$8 for adults and \$4 for students. For tickets or information, contact: LaVarne Hines, x5075
Donna Chitwood, x5100 voice, x5105 TDD
Bill Saunders, x5801
Michelle Seghetti, x5798
Al Couthen, x5252

Serendipity

Library Bits & Pieces

Travel guides

by Cathy Dickstein

Summer is quickly approaching and many fortunate people on campus will be traveling abroad. The Gallaudet College Library has a good collection of travel guides and other information on countries all over the world. These guides can be beneficial to both the novice and the experienced traveler. Some of the Library's most recent acquisitions will be described below.

In Europe, travel by train is often the least expensive, safest, most convenient, interesting and pleasant way to travel. You can experience a vast array of visual delights that airline passengers never see. The 1980 Eurail Guide;

How to Travel Europe and All Over the World by Train (914.04 S3e 1980) is a highly informative book. It contains chapters on the pros and cons of purchasing a Eurailpass, how to plan a rail itinerary, negotiating train stations and train changes, and train travel tips. But the majority of the book is consumed by train descriptions and train information of countries worldwide. This section covers the train service in Western Europe, Eastern Europe, Middle East, Africa, Asia, Australia and New Zealand, Central and South America, North America and the Trans-Siberian express, the longest train ride in the world.

Most foreign travelers are familiar with Todor's *Modern Guides*. The series, which now almost covers the globe, is compiled, researched and edited by a team of international travel experts. The College Library has Todor guides to numerous countries, including nine new 1980 guides. These new guides cover Ireland, Germany, Spain, Israel, India and Nepal, Southeast Asia, Japan and Korea, Soviet Union and Central America. These books are for use in the Library only and are located in the reference section 914-917. We invite you to enjoy one or all in one of the Library lounge areas.

Sex education workshops set

Four sex education workshops will be held during the coming months for Pre-College teachers and residence hall advisors. The four workshop topics have been identified as priority areas of interest and need by teachers. The workshops will be conducted by Max Fitz-Gerald.

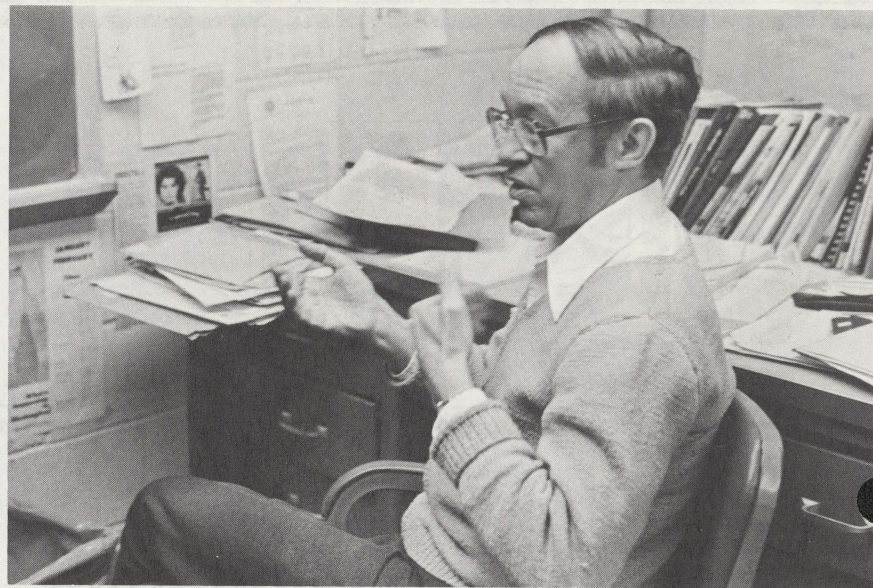
The workshops are:

- Sexual Behavior of Adolescents
Tuesday, March 17, 3:15-5 p.m.
MSSD Orientation Room
- Role Plays Dealing with Situations in the Classroom and/or Residence Hall
Wednesday, May 6, 3:15-5 p.m.
MSSD Area 129
- Gender/Role Development/Homosexuality
Tuesday, May 19, 3:15-5 p.m.
Kendall School, Parent Room
- Speaking With Parents About Sexual Issues
Tuesday, June 9, 3:15-5 p.m.
Kendall School

Additional information will be provided prior to each workshop. If you have questions or suggestions, contact Max Fitz-Gerald at x5801, Annette Baker at Kendall, x5023 or Carolyn Williamson at MSSD, x5823.



Ruth Pennington is a secretary with the Counseling Department.



Robert Harmon is a professor of German.

G.C. Library's oral history project

by Laura-Jean Gilbert

One of the major movements in the fields of both history and library science is that of oral history—the use of electronic recording equipment to preserve the events, traditions and anecdotal records of a period by interviewing both outstanding leaders and ordinary citizens. As a field, oral history dates from 1948 when the Oral History Research Office was established in the basement of Butler Library at Columbia University.

With the advent of relatively inexpensive videotaping equipment, oral history projects have become video/oral history.

The Gallaudet College Library became interested in the possibility of an oral history project for Gallaudet after an article on this subject appeared in a library journal.

Jeanne Conway and Carolyn Jones are coordinators of the oral history project at Gallaudet. Their emphasis is two-pronged: to preserve the history of Gallaudet College and to preserve the history of the deaf community. An advisory board is assisting the Library staff members in this effort. Serving on that advisory board are Joseph Kinner of the History Department, Boyce Williams, '32, Alan B. Crammatte, '32 and Frances Merrill.

With the assistance of Gallaudet College Television, the Library's goal is to record two videotaped histories each year. With the assistance of the advisory board and the Alumni and Public Relations Office, they have developed a list of persons to be interviewed.

Once the interviews are recorded, they will also be transcribed as fully as possible. The Library also plans to caption the videotapes. These videotapes, therefore, will be records not only of the individuals interviewed and their memories, but also of the sign language which they use.

Persons interviewed in the oral history project may request that their interviews not be released for public viewing until after a designated period of time. "We haven't had this request from anyone we've interviewed so far," Carolyn Jones said, "but each interviewee is informed of this right."

"One of the ground rules in doing the interviews," she continued, "is to be flexible about your questioning." Before an interview takes place the Library does extensive research on the person to be interviewed so that questions can be specifically for them.

In selecting the persons to be interviewed, the Library has been working

on the basis of the person's age and proximity to Gallaudet, as well as their importance to the history of Gallaudet College and the deaf community. "We just can't interview everybody," Jones stated frankly. "It's a very expensive process and takes a great deal of time."

The College Library began its oral history project by interviewing Gallaudet's third president, Dr. Leonard M. Elstad. They have done one videotape and one audiotape with Elstad.

"We give people their choice of the type of communication they want to use," Jones said. "Dr. Elstad spoke mostly with only some signing, so our second tape of him was just audio (and will be transcribed into written form). The major aim of this project is to get information; therefore, we want the interviewee to be as relaxed as possible. It's completely their telling you what they remember."

When persons who live at a distance from Gallaudet, such as Byron B. Burnes, '26, have been on campus, the Library has taken advantage of the situation to do an oral history interview with them during their stay. During the summer of 1980, for example, interviews were conducted with the visiting heads of the World Federation of the Deaf. These interviews were done in International Sign Language with Marvin Garretson and Jerald Jordan serving as the interviewers.

To date, the Library's oral history project has interviewed, in addition to Elstad, Burnes and the WFD members, Wallace Edington, '18 and Mary Meyers. Plans are being made to interview a variety of other persons including Dr. Alan B. Crammatte, Dr. George Detmold, Dr. Howard Roy, Mrs. Adele Krug, Dr. George Muth and/or other members of the Board of Trustees, Mrs. Elizabeth Nagler—the only direct descendant of Thomas Hopkins Gallaudet still working in the field of deafness—and relatives of Dr. Elizabeth Benson, Dr. Powrie Vaux Doctor and Dr. Elizabeth Peet. The committee would also welcome suggestions of persons who might be interviewed. "This is an on-going, long-term project," Jones emphasized.

In addition, next summer, in cooperation with Summer Programs and the College for Continuing Education, the Gallaudet College Library will hold a workshop on oral history from July 20-24. The workshop will accept 10 to 15 participants, each of whom will do two hour-long oral history interviews during the workshop sessions.

Sponsored R&D

Grant/contract deadlines

Provided below are application deadlines of selected federal programs that offer potential grant or contract opportunities for Kendall Green faculty, staff and graduate students. More details on programs of interest can be obtained from Glenn Pfau, Office of Sponsored Research, x5030 (voice or TDD).

Deadline	Program
03/25/81	NSF—Science and Technology to Aid the Physically Handicapped
03/31/81	CDC—Comprehensive Health Care Program for Parents of Deaf Children
04/01/81	NEH—Pilot Grants for Higher Education
04/01/81	NEH—Basic Humanities Research
04/01/81	NEH—Elementary and Secondary Education Grants
04/01/81	NEH—Summer Seminars for College Teachers
04/01/81	ED—Women's Educational Equity Programs

04/01/81	HSA—Family Planning Services (Research)
04/09/81	OHDS—Child Abuse Prevention Research

NED summer seminars

The National Endowment for the Humanities has set April 1 as the closing date for applications from college teachers interested in participating in this year's summer seminars for college teachers. The purpose of the program is to provide opportunities during the summer for teachers to work in their areas of interest with distinguished scholars at institutions with library resources suitable for advanced study.

NEH will offer 115 seminars, each with 12 members, in 1981. The seminars last for eight weeks. Applicants must have been teaching for at least three years. The stipend of \$2,500 covers travel expenses, books and other research expenses and living expenses for a tenure period of two months. Eligible faculty members may apply to two seminars. For application materials write to Division of Fellowships and Seminars, Mail Stop 101, National Endowment for the Humanities, 806 15th St. NW, Washington, DC 20506.

President's Office Notes

Senate budget hearing

On March 5, 1981 Gallaudet College had its Senate appropriations hearing on the FY 1982 budget. The Senate Subcommittee on Appropriations was chaired by Senator Mark Hatfield from Oregon. The College was represented by Dr. Merrill, Dr. Schuchman, Dr. Davila and Mr. Nance.

In the Senate, unlike the House, all four Special Institutions (Gallaudet, NTID, Howard and the American Printing House for the Blind) testify together in a panel format. This makes it more difficult to develop a strong record in support of the College's budget request.

The questions for Gallaudet focused primarily on projected increases in enrollment. Merrill provided a detailed review of the impact of the 1964-65 rubella epidemic not only on Gallaudet but on all programs serving deaf students. He also explained that although the rubella bulge will be a relatively temporary phenomenon, the College

anticipates the regular enrollment will continue to increase as a higher percentage of deaf students go on to college in the future.

The committee was also interested in how Gallaudet generates non-federal income. Merrill explained that the College had recently received a major grant from the Dana Foundation to expand the Development Office and that the primary sources of private funds for the College are corporations and foundations.

Senator Hatfield was particularly interested in the relative priority of the various components of the College's budget request. He asked each of the Special Institutions if there were areas in the budget request which, even though they were desirable, could be cut out. Merrill responded that the budget request had already been reduced in response to the Department of Ed and OMB reviews. Further reductions would require such measures as changing student-teacher ratios, increasing class size or possibly turning away qualified students who want to come to Gallaudet.

Overall the hearing was very brief, and it was difficult to get any real sense of the committee's position.

Letters

Recognizing Professional Day organizers

I want to thank *On the Green* for your kind article on Professional Day in the March 2 issue. Your coverage was generous and almost complete. Something that was not included in that article that should have been is that without the help of Ms. Debbie Myers of the VPAA's Office and Ms. Carnella Calhoun of IDEC the day would not have gone as smoothly as it did. Both worked hard and with enthusiasm and good grace. I would like to see them recognized for it.

While we are at it, in an earlier article on the Task Force Ken Epstein of IDEC was omitted from the list of Task Force members. This should be corrected, because without Ken the Task Force would not have made as much progress as we have

Russell C. Olson, Chairman
Task Force on Curriculum Review



Barbara Harslem

Trustees approve new Institutional Advancement Office

A new Office of Institutional Advancement at Gallaudet has been approved by the Executive Committee of the Board of Trustees. The Office will incorporate the following units: Office of Alumni and Public Relations, Office of Development, Office of Planning, and the positions of Equal Opportunity Officer, External Affairs Officer and Special Projects Manager.

Barbara Harslem, who has served as executive assistant to the president in charge of these functions when they were part of the President's Office, has been promoted to vice president for Institutional Advancement and will generally be responsible for these functions plus the implementation of the institutional advancement concept college-wide. The Office of Institutional Advancement and Harslem as the vice president will continue to provide support to the Office of the President.

According to President Merrill, the primary rationale supporting this development is the challenge facing the College, MSSD and KDES for continued supportive federal relations as well as the need for substantially increased support from the private sector.



Campus Police Chief Floyd Holt (far left) is shown here with Officer George Dixon (far right) of the Metropolitan DC Police and the Gallaudet campus police officers who are also members of the Metropolitan Police Reserve. The recruits from Gallaudet are, from left, Gerald Brooks, Joyce Turner, Wylie Myers, Allen Nowell, Bernard Holt, Billy Holman and Muriel Rodriguez.

Campus, DC police work together

On Kendall Green, the campus police have the same legal authority and police powers as the Metropolitan Police Department. In addition, a liaison exists between the campus police and the D.C. police. The working relationship between the two provides many advantages to those of us who work, live or go to school at Gallaudet.

The Metropolitan Police produce training films for their personnel. These training films cover a wide range of police-related topics including criminal law, patrol techniques, report writing, criminal investigation, accident investigation, bomb search techniques, fire emergency procedures, arrest procedures and restrictions on the use of force. The Training Division of the Metropolitan Police has made all of these films, some 60 in all, available to the campus police. This means that much of the audio-visual training campus police officers receive is identical to that received by Metropolitan Police Officers.

"The relationship is not one way," comments Lt. Ed Glenn, who serves as the Student/Safety Coordinator for the campus police. "We produce audio-visual training materials in the area of police contact with the deaf and provide them to the D.C. police. We also assist them with locating interpreters and assist them with investigations involving cases where a deaf person is the victim of a crime. We even provide free sign language instruction to D.C. police officers who are interested in learning ASL (American Sign Language)."

While the campus police have their own detectives and investigate all crimes and incidents that occur on campus, they are required to report all serious crimes and incidents to the D.C. police. Such cases would include, for example, the theft or disappearance of property valued at \$100 or more. Each morning a courier from the campus police drives to the nearest D.C. police station; he drops off any reports of a serious nature to the D.C. police detectives who coordinate investigative effort with campus police investigators.

"The system works very well," comments Detective Eldridge Buffum from the Metropolitan Police Department Fifth District. "I'm on the phone regularly with either Lt. Earing or Detective Myers from the campus police about various cases. We've made some good cases together".

The D.C. police also provide the

campus police with a daily summary of all crimes and incidents that occur off campus but in close proximity to Gallaudet. This information is disseminated to campus patrol officers everyday in roll call. Campus police officers are kept abreast of the type and nature of criminal activity occurring in the outside neighborhood as well as the identities and descriptions of the culprits believed responsible.

In the campus police communications center, the radio communication of the D.C. police are carefully monitored. Whenever crimes and incidents occur near campus, the campus police dispatcher makes campus police officers aware of the crime and the descriptions of the suspects as broadcast by the D.C. police. If necessary, the dispatcher can even patch D.C. police emergency communications over the campus police radios.

Several members of the campus police are reserve officers with the Metropolitan Police. As reserve officers, they are entitled to attend the D.C. Police Academy. At this time, eight campus police officers are graduates of the D.C. Police Academy. One day a month campus police officers working as reservists work with their counterparts in the D.C. police on patrol in the neighborhood surrounding Gallaudet. By so doing, they get a first-hand knowledge and feel for the criminal activity in the areas surrounding the campus plus valuable practical experience in dealing with such crime.

"I would describe our relationship with the Metropolitan Police as very beneficial to Kendall Green," concludes Allen Nowell of the campus police.

All permanent employees

Don't forget!

Open Season for the new life insurance plan ends March 31.

You must submit a new form to enroll or decline this insurance benefit.

If you do not return the form to Personnel by March 31, you will automatically be enrolled in the Basic Life Insurance Plan April 1, 1981.

Contact Dave Curtis at x5511 or x5512 (voice or TDD) for any questions.

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GREEN

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Policies & Benefits

Campus information sources

by Steve Kallan

Who? What? When? How? Why? Have you wondered how to get accurate answers to questions or solutions to problems concerning your work environment? Gallaudet has an open information policy but all too often employees don't know where to go for assistance.

As the College has grown in size and purpose, so has its complexity. With six distinct divisions, community and worldwide programs and almost 2,000 employees, it is no longer possible for any one person to have all the answers. However, an individual's need for accurate information has not changed.

The truth is that there are many useful information sources designed to provide you with explanations of policies and procedures. They can guide you to find answers to questions and help resolve problems.

Your first source of information is your supervisor. College policies and procedures can be confusing to new employees as well as to those who have been here a while. Supervisors can guide you to appropriate information sources and help explain those policies and procedures which affect your work environment.

You may use the Information Hot Line, x5111 voice or TDD for confidential answers to any questions concerning benefits, policies and other issues. In addition, you can call or visit the Personnel Office at any time.

The following are manuals and documents with which all employees should be familiar:

1. *Administration and Operations Manual* — a volume of policies which govern the administration of Gallaudet College. Information in the *A & O Manual* is not confidential and is open to all employees. It is available for reference in all departments.

2. *Gallaudet College Compensation Manual* — a guide to salary administration for exempt, nonexempt and designated administrator positions, available to all employees.

3. *You and Your Job* — an introductory reference manual to Gallaudet procedures, benefits, facilities and policies. *You and Your Job* is distributed to all new staff employees. A new edition will soon be distributed.

4. *Business Management Services Handbook* — a manual of support services provided by the Division of Business Affairs. It provides comprehensive information on the use of business services, contact persons, time lines, etc.

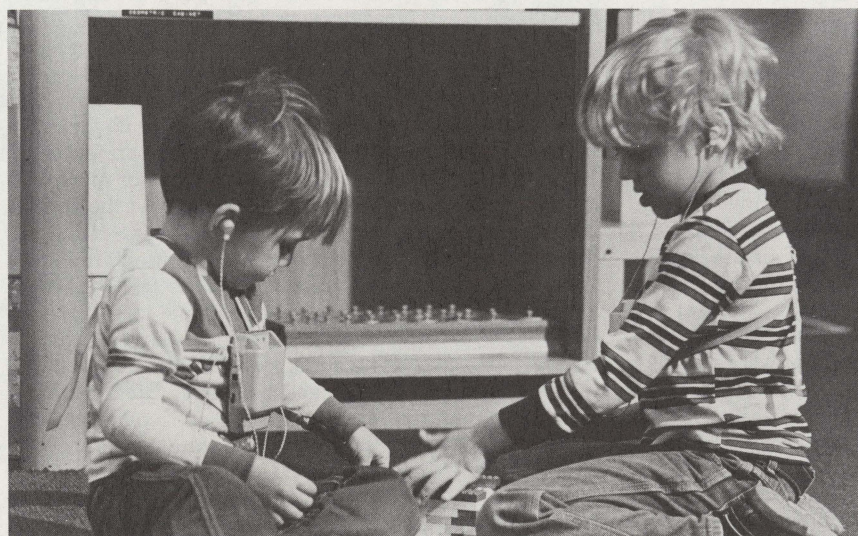
5. *FY '81 Exempt and Non-Exempt Staff Salary Recommendations* — includes a summary of FY '81 salary recommendations, a synopsis of compensation policy, a statement of salary objectives, comparative salary data and a summary of benefits. This is a useful tool for helping explain the compensation system and is available through departments or at the Personnel Office.

6. *New Challenges, New Responses* — the president's report on the mission of Gallaudet College and the goals which guide College activity.

It is the purpose of formal and informal communication sources to give employees the opportunity to become as familiar as possible with the College. Please take advantage of the documents which are available to you.

riculum.

The schedule in Pre-School is hectic for both the teacher and the child. Welborn said it takes every ounce of energy to keep three, four and five years olds alert, interested and enthusiastic. She points out that a teacher's enthusiasm transfers to an activity, then to the child, so it is vital that a teacher keep her spirits and involvement level high all day, and Welborn jokingly adds that this is probably harder for the teacher to do than the kids. However, she reflects, seeing the children progress and grow from their teaching makes all the hard work worthwhile.



Pre-Schoolers Travis MacFadden and Jason Norman learn the concept of sharing while playing together.

Pre-School

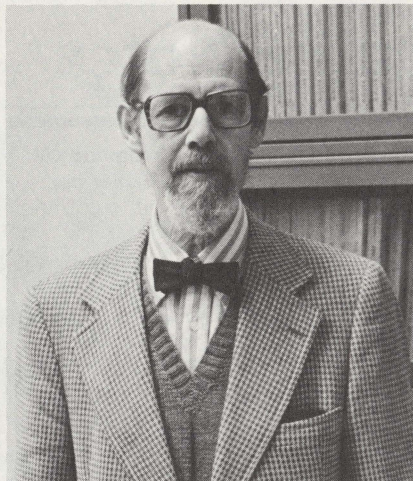
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etc.—stress language development. Teachers conduct group language lessons and organized group interactions such as storytelling, acting out nursery rhymes or signing songs.

In addition to academics, pupils learn how to share and how to interact with others. The Younger Playroom recently acquired a guinea pig and turtle. It is the children's responsibility to feed these animals, every child taking a turn. When Davonne was feeding water to the guinea pig he also learned the word "help" because he was not tall enough to reach the faucet in the sink. Pre-School also fosters independence in the children. They learn how to put on their own hearing aids, hang their clothes and to go to the restroom, among other things.

Each child's activities are recorded and lessons planned individually on a daily basis. It might look, to a casual observer, as if children are randomly choosing their own activities; however even though KDES Pre-Schoolers are encouraged to make choices and work at their own pace, they do this within the context of planning by a teacher.

Most Pre-Schoolers' days end at 1 p.m. The afternoons are reserved for teacher/parent conferences, home visits and lesson planning. However, three days a week 12 children take part in the KDES Afternoon Program. Older Playroom teachers team-plan the cur-



Kurt Beermann is a professor with the History Department.

Personnel survey

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skills for hearing people, what will you award the deaf people?"

- "Why should anyone receive 'special recognition' for something required by the College?"

- "Some individuals who perform their work at a high level of proficiency but have little interaction with deaf individuals while on the job may be penalized indirectly for spending their time conscientiously doing their work."

- "Instead of offering positive reinforcement there should be negative. Staff should be evaluated on the same basis as the faculty are now. If staff fail their sign language evaluations they should not get merit increases . . ."
- "For me learning is my reward and I would not want to be rewarded in any other way."

On the question of who should be recognized, persons who favored recognition suggested that persons having "extraordinary skill in critical positions" should receive recognition, or that gradual increases be given in accordance with the various levels of competency since recognition for ongoing improvement is more effective than withholding it until maximum success is achieved.

Although many favored some form of monetary recognition, others suggested that such things as certificates, plaques, a photograph in *On the Green*, educational benefits, dinner for two, flexible hours or even a reserved parking space would suffice.

The DRCC is studying the results of the survey now and is trying to find out what recognition, if any, is currently extended. The DRCC will make a recommendation to Central Administration on the matter sometime in the near future.

MSSD health fair scheduled

MSSD students will "Take a Health Trip" this Friday, March 20 but won't be leaving campus. Instead, representatives from the DC community, Gallaudet College and different departments at MSSD will be on hand in the MSSD lobby from 8:30 a.m.-1:30 p.m. sharing information with students about good living and good health.

The multi-media event, organized by Holly Goodling, R.N. at MSSD and student nurse practitioner, will have representatives from organizations that include the American Cancer Society, American Deafness and Rehabilitation Association, Women's Medical Center, American Vegetarian and Red Cross who will give out literature and answer any questions students may have. Each department in MSSD has been asked to man some sort of display and Goodling said there will even be a robot on hand to answer questions about stress. Infirmary personnel will act as interpreters.

Jobs Available

STAFF

SECRETARIAL POSITIONS: Contact Personnel for listing.
INTERPRETER: Demonstration Programs
SENIOR APPLICATIONS PROGRAMMER: Computer Center
CAREER COUNSELOR: Counseling & Placement
ASSISTANT DIRECTOR: Alumni/Public Relations
INTERPRETER/CLERK: MSSD/Principal's Office
DIRECTOR: Counseling & Placement Center
STUDENT RECRUITER: Admissions & Records
MANAGER, ENERGY CONSERVATION: M&O Administration
DIRECTOR OF ANNUAL FUND: Office of Development
RESEARCH AIDE: Division of Research
OPERATIONS ANALYST: Contracts & Operations
HEAD RESIDENT ADVISOR: Student Life
DIRECTOR, CORPORATE & FOUNDATION RELATIONS: Office of Development
WORD PROCESSING SPECIALIST: KDES/Adm. Support Services
TRADEHELPER: M&O Structural Services
MECHANIC I: M&O—HVAC Services
PRE-COLLEGE PERSONNEL SERVICES COORD: Pre-College Programs
LIBRARY SYSTEMS ANALYST: Library

FACULTY

SUBSTITUTE TEACHERS: KDES
CLINICAL PSYCHOLOGIST: Department of Psychology
SCHOOL PSYCHOLOGIST: Department of Psychology
POSTDOCTORAL FELLOWSHIP/VISITING SCHOLAR: Department of Psychology
FACULTY POSITION: Visual Communication (9) months, School of Communication
ASSISTANT PROFESSOR OF VISUAL MEDIA: School of Communication
INSTRUCTOR, ASSISTANT PROFESSOR: Department of Religion
FACULTY LEVEL POSITIONS: MSSD
DEPARTMENT CHAIRMAN: Department of Business Administration
COUNSELOR EDUCATOR: Department of Counseling
ASSISTANT PROFESSOR: Audiology

Classified Ads

HOUSEMATE NEEDED: Male/female for three bedroom house in Bethesda. A/C, washer and dryer, two bathrooms. \$170 plus utilities. Non-smoker please. Call Jim at home—493-5070 or work x5170 (voice only).